**Western Sydney Region RTO**

**Assessment Package**

**Package Overview for Assessors**

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| **Package Number**  **Package Title** | Certificate II in Hospitality  SIT20207 | |
| **Training Package** | Hospitality SIT20207 | |
| **Unit(s) /Elements to be assessed by this package:** | **Work in a Socially Diverse Environment SITXOHS002A**   1. Communicate with Colleagues and Customers from diverse backgrounds (Performance criteria 1.1 to 1.4). 2. Deal with cross-cultural misunderstandings (Performance criteria 2.1 to 2.5). | |
| **Evidence being provided for;** | **Work in a Socially Diverse Environment SITXOHS002A** | |
| **Package contents and information for assessors** | **Page 2** | **Assessment Notice** (The assessment notice contains the task description and is provided to students)  The task is in **two** parts: |
| **Page 3- 5** | **Part A Scenarios-** Student answer sheet |
| **Page 6-7** | **Part A Scenarios-** acceptable answers |
| **Page 8-9** | **Part B Written Short answer test** (Open book exam must get above **80%** to be deemed competent). |
| **Page 10-11** | **Part B Written Short answer test**- acceptable answers |
| **Page 12** | **Task checklist** |
| **Page 13** | **Assessment feedback form-** To be copied for teacher and student |
| **Equipment and/or resources required** | Copy of task for each student | |
| **Other comments** | This task can also be incorporated holistically into Work with Colleagues and customers SITXCOM001A and Communicate on the Telephone SITXCOM004A | |

**Western Sydney Region**

**Vocational Education and Training**

**Assessment Notice**

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| **VET Framework: Hospitality** | |
| **Assessor / Teacher:** | |
| **Unit of competency:**  Work in a Socially Diverse Environment SITXOHS002A | |
| **Scenarios Date: Short Answer Test Date:** |
| Employability Skills are incorporated into this task. |

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| **TASK ONE: Scenarios**  Students are to read the three scenarios and answer the questions in detail.  **TASK TWO: Written short answer test**  This test will consist of 7 questions and will be answered in class. The exercise is open book which means you may bring your notes or other resource materials with you. Students must get over **80%** to be deemed competent in this task. If you have trouble understanding the exercises please ask your teacher for assistance. |

**Scenarios**

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| **NAME:** |

**Scenario One**

*While working in the front of house area of an international hotel as a junior concierge, you are called upon to retrieve luggage for a man and his female partner from the luggage holding area. You greet them with a loud ‘G’day’ and ask them for their tickets. The man looks towards his female partner and speaks to her in a language that you do not understand. You say “What’s that mate” and turn your attention towards the woman and speak directly to her in a casual manner, she lowers her head and turns away. The man becomes quite upset and motions to you he would like his bags. You conclude that he wants the bags retrieved. As they leave you say “seeya” and place your hand on the man’s shoulder, he pulls away quickly and gets in a taxi and leaves.*

1. Explain why this misunderstanding and potential conflict may have occurred.

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1. Outline the steps you would take to overcome this misunderstanding and establish a more positive relationship with the customers.

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1. Explain the steps the employer could take to ensure that misunderstandings with cultural groups are avoided in the future.

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1. Who would the junior concierge be able to seek assistance from in dealing with overseas customers?

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| **NAME:** |

**Scenario Two**

*You are working as a chef in a large hotel, when you hear other chefs complaining about how the Muslim kitchen staff leave for prayers. You hear one chef complain and abuse a Muslim man and even criticises their eating habits and manner of dress.*

1. How do you think the Muslim staff felt about the chefs’ comments?

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1. What could be done to help the chef appreciate the Muslim culture and their needs?

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1. What are benefits for the establishment if all staff learnt to value different cultural groups in the workplace both colleagues and customers?

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| **NAME:** |

**Scenario Three**

*Chris is a waiter in a city restaurant. He encounters two customers of Asian appearance looking at the menu. Being a helpful and conscientious waiter, he walks over to the customers and begins to explain the menu to them in a loud voice, using many hand gestures and very simple words. The customers become annoyed and walk out of the restaurant, leaving Chris puzzled.*

1. What did Chris assume about his customers?

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1. Why did the customers become annoyed and leave?

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**Scenario answers**

**Scenario One**

1. Touching the customer and the use of slang such as seeya is inappropriate to use when dealing with customers especially overseas visitors as they do not understand the meaning. The concierge did not treat the customers professionally or in a formal manner and did not take into consideration their cultural differences.
2. Do not use slang or physically touch a customer. Be aware of cultural differences, in this scenario it was not acceptable for a man to address the female. Learn basic greetings and farewells in other languages so that the customer feels that you are interested and you will serve the customer more effectively

* Provide comprehensive staff training: languages, cultural understanding
* Making effective use of staff members’ cultural and language knowledge
* Providing signage and information in different languages
* Using a variety of communication methods
* Consistently acting in a professional manner
* Promoting different cultural celebrations and feasts
* Being flexible, tolerant, respectful and accepting
* Providing information about local places of worship, support agencies and so on



* Interpreter services- provide staff and training to translate for guests and improve communication
* Diplomatic services, such as embassies and consulates- provide assistance with specific problems for guests from the particular country of origin, and reference material and advice on providing services for guests from that country.
* Local cultural organisations- provide information to assist in preparing to receive guests from a particular religious, ethnic or social group and can offer some social contacts for such guests
* Educational Institutions- provide training in languages and cultural-based studies
* Government initiatives, such as ethnic affairs- provide advice and information on a range of government services in the area that may be of help, such as interpreters, cultural events and community events
* Other staff members

**Scenario Two**

1. Muslim staff would not feel valued or respected in their place of work. The staff morale would not be high and they would not feel happy about going to work with other staff members who show little respect or understanding about their culture.
2. Providing comprehensive staff training about languages, cultural misunderstandings. Consistently acting in a professional manner.

Promoting different cultural celebrations and feasts

Being flexible, tolerant, respectful and accepting.

1. Cultural misunderstandings causing conflict would be avoided. Both colleagues and customers would feel valued and respected. Staff would feel happy to be at work. Staff morale would be high and customers would return to the establishment and pass on positive comments to other customers therefore ensuring a profitable business.

**Scenario Three**

1. Chris assumed that because of his customers’ Non Anglo physical appearance, they were not English speaking.
2. The customers were annoyed because of Chris’s condescending/patronising behaviour- they were simply insulted by his communication techniques, e.g. overuse of hand gestures and simple English.

**SHORT- ANSWER QUESTIONS**

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| **NAME:** |

1. Identify three cultural groups that are major tourist groups visiting Australia. For one of these groups describe their cultural expectations. 5 marks

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1. Using two religions as examples, explain how knowledge of religions can help the operation of a hotel in dealing with customers and colleagues. 4 marks

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1. List three outside organisations that provide information and support services to assist a hotel when dealing with different cultural groups. 3 marks

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1. Explain how bias and stereotyping and ethnocentrism can be barriers to communication. 4 marks

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1. Identify five cultural differences that may cause conflict and misunderstanding in the workplace. 5 marks

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| **NAME:** |

1. Outline the principles behind anti-discrimination legislation. 2 marks

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1. List three ways in which hospitality employees can attempt to overcome language barriers when communicating with overseas customers. 3 marks

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**TOTAL /26**

**Answers to short-answers questions**

1. Identify three cultural groups that are major tourist groups visiting Australia. For one of these groups describe their cultural expectations. 5 marks

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| Japanese | * To travel in groups * Expect punctuality * Expect high standard of grooming * Prefer high vegetable and rice diet * Prefer twin share accommodation * Short stays |
| Americans | * Expect quality service and product knowledge * Prefer large servings of food * Like to be served water before ordering food |
| United Kingdom | * Young tourists who are often backpacking and therefore want job opportunities in the hospitality industry * Long stay and cheap accommodation |

1. Using two religions as examples, explain how knowledge of religions can help the operation of a hotel in dealing with customers and colleagues. 4 marks

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| Islam | * Not serve alcohol or pork * Fasting during Ramadan * Daily ritual of prayer * Food may need to be prepared according to religious law |
| Christianity | * Serve fish on Good Friday * Seventh-Day Adventist may be vegetarian |
| Buddhism | * May be vegetarian or vegan * Opposed to materialism |
| Judaism | * Kosher foods and practices * Sabbath is the day of rest |
| Hinduism | * Use right hand for eating as the left hand is considered unclean * May not eat meat, especially beef as they revere the cow |

1. List three outside organisations that provide information and support services to assist a hotel when dealing with different cultural groups. 3 marks

* Interpreter services- provide staff and training to translate for guests improve communication
* Diplomatic services, such as embassies and consulates- provide assistance with specific problems for guests from the particular country or origin, and reference material and advice on providing services for guests from that country.
* Local cultural organisations- provide information to assist in preparing to receive guests from a particular religious, ethnic or social group and can offer some social contacts for such guests.
* Educational institutions- provide training in languages and cultural-based studies
* Government initiatives, such as ethnic affairs-provide advice and information on a range of government services in the area that may be of help, such as interpreters, cultural events and community events.

1. Explain how bias and stereotyping and ethnocentrism can be barriers to communication. 4 marks

**A** *Ethnocentrism*

Thinking that your culture is the centre by which all cultures are to be judged; for example ‘Why don’t they learn to speak English?’

**B** *Bias and Stereotyping*

Assuming the characteristics or trait of a person because they belong to a particular group; for example, all Japanese would prefer to eat Japanese food when visiting Australia

1. Identify five cultural differences that may cause conflict and misunderstanding in the workplace. 5 marks

* Speaking too quickly or quietly
* No visual cues
* Poor observation
* Poor communication style
* Intolerance
* Prejudice
* Inadequate language skills
* Not clarifying or asking questions
* Inappropriate body language
* Poor understanding of other cultures

1. Outline the principles behind anti-discrimination legislation. 2 marks

You cannot discriminate against people on the basis of:

* Age
* Race
* Gender
* Sexual preference
* Marital status
* Disability
* Nationality
* Religion

1. List three ways in which hospitality employees can attempt to overcome language barriers when communicating with overseas customers. 3 marks

* Meet, greet and farewell customers- show interest, recognition of guests
* Give simple directions and instructions- break information up into steps, use visual aids, gestures to assist.
* Prepare for, serve and assist customers- anticipate their needs, and know about different cultures.
* Answer simple enquiries- encourages further communication
* Describe goods and services- to let customers know what is available, how they may use them and so on.

**Task Checklist**

**Work in a Socially Diverse Environment SITXCOM002A**

**Competency Assessment –** Scenarios and Written short answer test

**Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Competency Assessment Task Checklist** | **Satisfactory**  **(S)** | **Not Yet**  **Satisfactory**  **(NYS)** | **Comments** |
| Student adequately takes into consideration cultural difference in all aspects of non-verbal and verbal communication in scenarios |  |  |  |
| Values colleagues and customers from different cultural groups in scenarios |  |  |  |
| Demonstrates attempts to overcome language barriers in scenarios |  |  |  |
| Student completes open book written exam to 80% |  |  |  |

**Western Sydney Region RTO**

**Vocational Education and Training**

**Assessment Feedback**

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| **VET Framework:** Hospitality | |
| **Assessor / Teacher:** | |
| **Student:** | |
| **Unit of competency:** SITXCOM002A Work in a Socially Diverse Environment | |
| **Evidence provided for:** Scenarios and Written short answer test | |
| **Due Date: Date Received:** |

**Overall Result: Competent/Not Yet Competent**

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| **Unit Code** | **Elements of Competency** | **Competent/Not Yet Competent** |
| SITXCOM002A Work in a Socially Diverse Environment | 1. Communicate with Colleagues and Customers from diverse backgrounds (Performance criteria 1.1 to 1.4) |  |
| 2. Deal with cross-cultural misunderstandings (Performance criteria 2.1 to 2.5) |  |

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| **Assessor / Teacher Comment:**  **Signature:**  ……………………………………………………………………….. **Date**: . |
| **Student Comment:**  **Signature:**  ……………………………………………………………………….. **Date**: |